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Evaluation Plan Checklist

Project STAR

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Introduction

Purpose of This *Checklist*: The ***Evaluation Plan Checklist*** will help you assess how "operational" your Evaluation Plan is. It has been designed to show what information is missing or not fully developed.

Why Use This *Checklist*: This Checklist will help ensure that your Evaluation Plans are clear and doable. It will provide tips to assist you in developing Evaluation Plans that stand alone and can be implemented by people new to the program. Implementing your evaluation should not depend upon some secret knowledge, or one person's memory of what sections of the Plan mean.

When to Use This *Checklist*: This ***Evaluation Plan Checklist*** is to be used <u>after</u> you have written your Evaluation Plans. If you need assistance writing objectives and completing your Evaluation Plans, you can call Project STAR or you can use Project Star's "*Toolkit: Evaluation Toolkit for National Service Programs*". This *toolkit* takes you step-by-step through each stage of the process.

How to Use This *Checklist*: It is best to answer each question as objectively as possible. Your approach should be one of "testing" your Plan. Does your evaluation plan provide a clear description of what is to be done, why, by whom, and when?

What You Will Need: You will need a copy of all Evaluation Plans.

EVALUATION PLAN CHECKLIST

This Checklist design follows the questions on the Evaluation Plan.

	ACTIVITY	Yes	No	WHAT TO DO NOW	EXAMPLES AND COMMENTS
A	Is there only one activity described?		If "no", →	Usually each activity needs a separate Evaluation Plan—especially if the indicators of success or the measures are not the same.	Separate activities and write an Evaluation Plan for each. See Sections "Objectives" and "Evaluation Plan" of the *toolkit* for further help.
B	Does the narrative clearly outline how the activity will operate?		If "no", ↙	More fully describe the operation of the activity. Consider questions 3-8 below.	Stating that members will tutor, mentor, or clean up, doesn't describe how the activity will operate.
C	Is it clear exactly what members will be doing in this activity?		If "no", →	Expand your description to give a picture of what members do—elaborate on one-word explanations.	The "activity" is what the **members** do—not what the partner agency staff do.
D	Does it state how many members will participate?		If "no", →	Add this information.	• 10 members.... • 2 members....
E	Does it state how many people/things each member will be responsible for?		If "no", →	Add this information.	• 10 members will collect 10 bags of garbage... • 2 members will give 6 presentations...
F	Does it state how often and for how long members will perform this activity?		If "no", →	Add this information.	• 10 members will collect garbage 2 hours, 3 days a week. • 2 members will give 6--30 minute presentations per year.
G	Does it state where the activity will take place?		If "no", →	Add this information.	• State Park every month • At the Youth Center, weekly
H	Will members be adequately trained to conduct this activity?		If "no", →	Refine Member Development Objective to include necessary training.	Most activities need a degree of orientation or training. The extent depends on the activity.

1	WHO WILL RECEIVE SERVICES	Yes	No	WHAT TO DO NOW	EXAMPLES AND COMMENTS
A	Is the target population (of people, agencies, or things) specifically identified—something more than "youth" or "at-risk"?		If "no", →	Expand your definition. Use descriptors like, age, risk factor, location, grade level, environmental issue, etc. The clearer the target, the better fit between the service and those who can benefit from it.	• 12-15 year olds with severe behavior problems. • Teen parents who are unemployed or on assistance. • Community parks with high crime rates.
B	Is the selection criteria stated AND the procedure for selection described?		If "no", →	Define how you will select appropriate beneficiaries AND the actual process you will use.	• Social Workers who refer elderly with health risks must complete referral form. • Teachers refer 5th graders reading below 3rd grade level as measured by the Brigance.
2	**NUMBER SERVED**	**Yes**	**No**	**WHAT TO DO NOW**	**EXAMPLES AND COMMENTS**
A	Is it clear how many or how much will be <u>directly</u> served by <u>MEMBER</u> activity?		If "no", →	Include number to be served by activity.	Include only those <u>directly</u> served by the activity—not those served by the agency in general.
3	**DESIRED RESULT OF ACTIVITY**	**Yes**	**No**	**WHAT TO DO NOW**	**EXAMPLES AND COMMENTS**
A	Does the desired result flow logically from the activity—will it occur because of the activity?		If "no", →	Review desired result and bring it in line with the activity. Ask yourself if this is the result "reasonably" expected to happen because of this activity.	Be sure that the activity will lead to the desired result.
4	**INDICATORS**	**Yes**	**No**	**WHAT TO DO NOW**	**EXAMPLES AND COMMENTS**
A	Do the indicators reflect the desired result? Will looking at these indicators show progress toward the desired result?		If "no", →	Review indicators and desired result. Refine them so they are in line with each other.	You want a logical connection between the indicator and the desired result. Refer to *toolkit*, Chapter 2 for further help on indicators.
B	Are indicators concrete and observable (within timeframe)?		If "no", →	Select indicators that you can observe, are accurate and will happen within a year—like attendance, reduced blood pressure, pounds of garbage, feet of fence, homework completed.	Things like "quality of life", "self-esteem", and "leadership" are too vaguely defined to be useful. Define a set of concrete things you will observe to gauge these qualities.
C	Are indicators the most direct and dependable gauges of success?		If "no", →	Review indicators to determine how to make them more direct--Select indicators that are the most direct route to getting the information you need.	For example, if you want to increase reading, attendance is not the most direct or dependable indicator. Refer to *toolkit*, Chapter 2 for more information on indicators. If you still have questions, STAR can assist.
D	Is the members' activity <u>directly</u> responsible for the indicators of the desired result?		If "no", →	Review the activity and the indicators---identify the indicators that reflect *logical* outcomes of the activity.	Include only those indicators <u>directly</u> served by the activity—not those served by the agency in general.

5	METHOD OF MEASURE	Yes	No	WHAT TO DO NOW	EXAMPLES AND COMMENTS
A	Does <u>each</u> <u>measure</u> listed have an indicator?		If "no", →	Review the measures. Decide if you should add an indicator to fit the measure, or delete the measure.	Each indicator must have a method of measure.
B	Are the methods listed the most direct measures possible of the desired results?		If "no", →	Select methods that give the information needed in the most direct manner. Gather the information as close to the beneficiary as possible.	Refer to *toolkit*, Chapter 2, and "Evaluation Plans" Section for more information.
C	Are methods the most reliable measures possible in documenting the indicators of the desired results?		If "no", →	Select methods that give you a consistent gauge of the outcomes you're measuring. Different people should get the same results from your method.	A test or assessment may be more reliable than self-report or observation when measuring knowledge. See *toolkit* instrument development packet for more information.
D	Does baseline data need to be collected?	If yes ↙	If "no", →	Skip to "Level of Success"	Baseline data is necessary if your standard of success states you are going to increase or decrease units.
E	Does it state what baseline data will be collected for which measures?		If "no", →	List the assessment, test, checklist, etc. you'll use to record the baseline. If you expect another agency to provide the information, be sure they understand and agree prior to data collection.	• Number of volunteers before volunteer recruiting activity—from school records. • Attendance record before truancy prevention activity—from school records.
F	Does it state when baseline data will be collected, and is the timing appropriate?		If "no", →	Determine when baseline data collection will be completed. If you expect another agency to provide information, be sure they understand and agree to your timeline prior to data collection.	It is possible that baseline data may need to be collected throughout the year—as people/things request your services.
6	**LEVEL (STANDARD) OF SUCCESS**	**Yes**	**No**	**WHAT TO DO NOW**	**EXAMPLES AND COMMENTS**
A	Does <u>each</u> <u>standard</u> of success have a method to collect data?		If "no", →	Review the methods. Add a standard to "fit" the method, or remove the method.	Each method of measure must have a corresponding level of success—a standard.
B	Does it state how many people or things will change? AND Is the expected change identified and quantified?		If "no", →	Use the number of people served (above) to determine the number/percent who will reach the standard of success. Include the degree of impact you expect.	• 75% of 3rd graders tutored will increase test score by 10%. • 40% of elders will participate in 2 activities a week.
C	Is the standard (level and expected change) realistic—given resources, time, and experience?		If "no", →	Choose a reachable level—not too low, not too high. Last year's data should be useful for this purpose.	If you have questions on appropriate standards, check with your State Commission.

7a	NAME/TITLE OF INSTRUMENTS USED	Yes	No	WHAT TO DO NOW	EXAMPLES AND COMMENTS
A	Is a specific tool/instrument identified—name, description—for each method?		If "no", →	Select/develop instruments to collect only the data necessary to answer outcome question(s).	The sooner you have instruments the better---give yourself a deadline for instrument development/selection.
B	Is the named instrument appropriate to measure the indicators of success?		If "no", →	Refine the instrument to answer your outcome question as directly and clearly as possible.	Chapter 3 of the *toolkit* has many instrument examples and helpful hints.
7b	**WHO WILL FILL OUT THE INSTRUMENT?**	**Yes**	**No**	**WHAT TO DO NOW**	**EXAMPLES AND COMMENTS**
A	Have the number and identity of the respondents been clearly stated?		If "no", →	Add this information.	• 12 Teachers
8a	**WHO WILL COLLECT DATA?**	**Yes**	**No**	**WHAT TO DO NOW**	**EXAMPLES AND COMMENTS**
A	Is the name/title of the person responsible to collect data stated for each measure?		If "no", →	Add this information	• Jane Doe/Member
8b	**HOW OFTEN?**	**Yes**	**No**	**WHAT TO DO NOW**	**EXAMPLES AND COMMENTS**
A	Does it state how often data will be collected for **each** measure?		If "no", →	Add this information	If you're depending on another agency to provide you data—BE SURE they understand and agree to your timeline and usage.
B	Is data collected often enough for the program to gauge progress, but not over burden the respondents?		If "no", →	Review your need for the information—how often will you need to review these data? Adjust your schedule to give you information when you need it.	• Members will distribute the Community Activity Survey quarterly. • Teachers will complete the Observation Checklist monthly.
9a	**WHO WILL AGGREGATE THESE DATA?**	**Yes**	**No**	**WHAT TO DO NOW**	**EXAMPLES AND COMMENTS**
A	Is the name/title of the person responsible to aggregate data stated for **each** measure?		If "no", →	Add this information	• Janice Doe/ Program Coordinator
B	Does it state how data will be compiled for **each** measure—i.e., tally on paper, computer?		If "no", →	Think through the process-from beginning to end. Record how it will be complied—step by step.	Often instruments need an analysis plan—how will you manage the data? Chapter 4 of the *toolkit* has many data collection examples and helpful hints.

9b	HOW OFTEN?	Yes	No	WHAT TO DO NOW	EXAMPLES AND COMMENTS
A	Does it state how often data will be aggregated for **each** measure?		If "no", →	Add this information	• At the end of each semester
B	Are data aggregated often enough to gauge progress and provide the program feedback?		If "no", →	Who needs the information (members, participants, director, stakeholders, etc.) and when, determines how often to aggregate.	Rarely is information ONLY needed at the end of the year. You'll want to gauge progress during the year.
10a	**WHO WILL ANALYZE THESE?**	**Yes**	**No**	**WHAT TO DO NOW**	**EXAMPLES AND COMMENTS**
A	Is the person responsible for analyzing the data stated for **each** measure?		If "no", →	Add this information	• Janet Doe/Program Director
B	Does it state how often data will be analyzed for **each** measure?		If "no", →	Add this information	Chapter 5 of the *toolkit* has many data analysis examples and helpful hints.
C	Does it state **how** data will be analyzed for **each** measure?		If "no", →	Think through the process. Record how it will work. Often instruments themselves need an analysis plan—how will you manage the data?	As a caution, try not to view this as something you'll deal with later. See data analysis in the tools section.
10b	**HOW OFTEN?**	**Yes**	**No**	**WHAT TO DO NOW**	**EXAMPLES AND COMMENTS**
A	Does it state how often data will be analyzed for **each** measure?		If "no", →	Add this information.	• After each semester
11	**WHO WILL TURN DATA INTO A REPORT?**	**Yes**	**No**	**WHAT TO DO NOW**	**EXAMPLES AND COMMENTS**
A	Is the person responsible to turn data into a report stated for **each** measure?		If "no", →	Add this information.	• Janet Doe/Program Director
B	Does it state how often reporting will take place for **each** measure?		If "no", →	Add this information.	See *toolkit* Chapter 6, Reporting Your Results, for assistance.